

Kentucky Department of Education

Literacy Leadership

Activity Guide



January 29, 2009

Preface

A national focus on the literacy needs of American students has caused a reexamination of instructional and administrative practices at all levels of education. This heightened awareness of student literacy needs calls for school administrators to engage in new leadership roles.

KET and the Kentucky Department of Education visited a variety of schools in Kentucky and interviewed principals, literacy coaches, curriculum specialists, state educational cooperative literacy consultants, and teachers in an effort to capture the type of leadership described in research-based standards. The *Literacy Leadership: Stories of Schoolwide Success* video series is a compilation of successful practices gathered from these visits.

About *Literacy Leadership: Stories of Schoolwide Success*

Literacy Leadership features video clips that examine successful literacy programs at nine Kentucky schools and explore how one district is taking its first steps on the journey to a comprehensive literacy program. Videos are organized by school and also can be navigated by the "Seven Disciplines for Strengthening Instruction" defined in *Change Leadership, A Practical Guide to Transforming Our Schools*.

Production of this new resource for principals and other literacy leaders was guided by the findings and recommendations of *Reading Next*, *Change Leadership* and other accepted reports about literacy leadership: what it is and what it looks like in schools. The *Literacy Leadership* success stories illustrate these principles.

About *Literacy Leadership Activity Guide: Stories of Schoolwide Success*

The *Literacy Leadership Activity Guide* is a tool that will help participants connect key literacy leadership elements in order to stimulate thinking and discussion surrounding literacy topics. This guide is organized by school, video clip and activity number. The activities are varied in format to facilitate active engagement.



Atkinson - The Atkinson Story

Reflection Activity 1

Take a few minutes to brainstorm a list of representatives that you would invite to the table for discussions surrounding instructional improvement.

Review the program evaluation tool. How did this change your thinking about evaluation of a core program?

Kentucky Reading Program Evaluation Tool

Choosing a reading program is a complex, time-consuming task. Comprehensive reading programs that provide coherence across age levels should reflect solid, scientifically based reading research (SBRR); a clear conceptual framework that can promote achievement of approved state learning standards; and instructional materials that support varied pedagogical approaches, consistent with scientifically based reading research, to teach learners of differing achievement levels.

Reading programs that are reviewed for Reading First must meet the criteria for scientifically based reading research. A comprehensive reading program/learning system includes three components (core, supplemental and intervention programs/strategies and materials). A comprehensive reading program/learning system must ensure that high-priority standards are taught sufficiently to achieve or exceed levels of proficiency. In order to serve the specific needs of primary students, educators must analyze student assessment data in order to identify specific skills that need to be addressed. Once needs are identified, schools will use this tool to select a reading program/learning system grounded in SBRR.

While no reading program is likely to fulfill all the criteria in the following checklist, it can assist educators in evaluating the benefits and limitations of the components of instructional programs and materials for primary-age children (K-3).

Directions for use of the Kentucky Reading Program Evaluation Tool

An evaluation tool must be completed for each core reading program considered for implementation. When choosing the appropriate core reading program, the limitations of this program should be fulfilled through the supplemental materials aligned to address program limitations.

All reviewers must be identified per evaluation tool.

- 1) Identify the name, publisher and copyright date of the reading program or material being reviewed.
- 2) During the review process, rate each element by marking (x) under the appropriate column heading.

Meets or exceeds expectations	Inconsistently meets expectations	Does not satisfy expectations	Comments
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- 3) Upon completion of the program evaluation, review the document for program gaps.
- 4) Once gaps are identified, supplementary materials, grounded in SBRR, should be reviewed and chosen for the purpose of addressing the gaps in the core reading program.

Kentucky Reading Program Evaluation Tool

Category	Meets or exceeds	Inconsistently meets	Does not satisfy	Comments
Program Development and Implementation provides				
SBRR that supports the reading program				
Alignment to local/school curriculum				
Professional development training with follow-up				
90 minutes or more for reading instruction				
Compatibility with Primary (K-3) Standards in Kentucky				
<i>Primary Program of Studies</i>				
Kentucky Core Content for Reading Assessment				

**Components for Teaching
Critical Skills in SBRR include**

PHONOLOGICAL AWARENESS				
Individual phonemes in spoken words including: isolating, identifying, blending, segmenting, deleting, adding, substituting				
Oral rhymes				
Onsets and rimes in spoken syllables				
Syllables in spoken words				
SYSTEMATIC PHONICS				
Logically coordinated and sequenced set of letter-sound relationships				
Explicitly and systematically teaching these letter-sound relationships				
Letter-sound relationships in decodable texts while reading and in spelling while writing				
Phonics instruction adapted to meet individual needs				

Category	Meets or exceeds	Inconsistently meets	Does not satisfy	Comments
Components for Teaching Critical Skills in SBRR include (con't)				
FLUENCY				
Models for fluent oral reading				
Ways to assess student oral reading				
Student oral reading with expression				
Student comprehension while reading aloud				
Repeated oral reading opportunities including support and feedback				
Includes guidance in providing students with opportunities for practice reading fluently				
VOCABULARY				
Direct instruction before reading of text (selected important, useful words, difficult words encountered or frequently found in text)				
Word parts (prefixes, suffixes and base words) to understand new words				
Dictionaries and other references to understand or confirm the meaning of new words				
Context to understand word meaning; definitions, restatements, examples, descriptions				

Word meanings indirectly through use of oral language; listening to adults read aloud and define unfamiliar words				
Opportunity for rereading extensively independently (outside or direct instructional time)				
TEXT COMPREHENSION				
Guidance in use of comprehension strategies (including direct explanation, modeling, guided practice, application, using prior knowledge, using mental imagery)				
Use of comprehensions strategies before, during and after reading				

Category	Meets or exceeds	Inconsistently meets	Does not satisfy	Comments
Components for Teaching Critical Skills in SBRR include (con't)				
TEXT COMPREHENSION				
Promotes and monitors comprehension using graphic and semantic organizers; generating questions; answering questions; recognizing narrative and expository structure; and summarizing				
Includes comprehension strategies focused on making meaning of text				
Includes thinking and extending discourse by asking questions and encouraging student discussions				
Student Reading Material provides:				
Decodable reading materials in which about 75% or more of the words are decodable, using phonic elements already taught, for practicing phonic skills				
Predictable texts, leveled texts, easy readers and both fictional and nonfiction trade books				
Evidence of and teaching of the four genres assessed on the Kentucky Core Content Tests (literary, informational, practical/workplace and persuasive)				

Pedagogical Support promotes the use of				
Research-based, conceptual framework of essential ideas and critical skills taught				
A variety of pedagogical strategies: open-ended questioning, direct instruction, practice, discussion, flexible grouping, cooperative learning and more				
Resource materials (software, laser disks, videos)				

Category	Meets or exceeds	Inconsistently meets	Does not satisfy	Comments
Pedagogical Support (con't)				
Differentiation for students with varying levels of achievement				
Developmentally appropriate activities				
Student discussion and reflection				
Skills and strategies for extended learning				
Practice of previously taught skills and strategies				

Further Comments

Atkinson – Data Meetings

Reflection Activity 3

Please read the *Data Wise* article and reflect upon your school to determine your application of the improvement process.

DRAFT



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The “Data Wise” Improvement Process

Eight steps for using test data to improve teaching and learning

by Kathryn Parker Boudett, Elizabeth A. City, and Richard J. Murnane

The package containing data from last spring’s mandatory state exam landed with a thud on principal Roger Bolton’s desk. The local newspaper had already published an article listing Franklin High as a school “in need of improvement.” Now this package from the state offered the gory details. Roger had five years of packages like this one, sharing shelf space with binders and boxes filled with results from the other assessments required by the district and state. The sheer mass of paper was overwhelming. Roger wanted to believe that there was something his faculty could learn from all these numbers that would help them increase student learning. But he didn’t know where to start.

School leaders across the nation share Roger’s frustration. The barriers to constructive, regular use of student assessment data to improve instruction can seem insurmountable.

There is just so much data. Where do you start? How do you make time for the work? How do you build your faculty’s skill in interpreting data sensibly? How do you build a culture that focuses on improvement, not blame? How

do you maintain momentum in the face of all the other demands at your school?

Our group of faculty and doctoral students at the Harvard Graduate School of Education and school leaders from three Boston public schools worked together for over two years to figure out what school leaders need to know

and do to ensure that the piles of student assessment results landing on their desks are used to improve student learning in their schools. We have found that organizing the work of instructional improvement around a process that has specific, manageable steps helps educators build confidence and skill in using data. After much discussion, we settled on a process that includes eight distinct steps school leaders can take to use their student assessment data effectively, and organized these steps into three phases: Prepare, Inquire, and Act.

The “Data Wise”

Improvement Process graphic shown at left illustrates the cyclical nature of this work. Initially, schools *prepare* for the work by establishing a foundation for learning from student assessment results. Schools then *inquire*—look





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for patterns in the data that indicate shortcomings in teaching and learning—and subsequently *act* on what they learn by designing and implementing instructional improvements. Schools can then cycle back through inquiry and further action in a process of ongoing improvement. In the brief overview below, we outline the steps in what can be both a messy and ultimately satisfying undertaking. (To learn what districts can do to support this work, see “The ‘Data Wise’ District,” p. 3.)

Step 1. Organizing for Collaborative Work

Ongoing conversations around data are an important way to increase staff capacity to both understand and carry out school improvement work. School leaders who regularly engage their faculties in meaningful discussions of assessment results and other student data often describe themselves as being committed to building a “data culture” or “culture of inquiry.” To build this kind of culture, your school will need to establish a data team to handle the technical and organizational aspects of the work, including compiling an inventory of data from various sources and managing this information. You will also want to establish team structures and schedules that enable collaborative work among faculty members, and engage in careful planning and facilitation to ensure that collaborative work is productive. Because looking deeply at student performance and teaching practice can be uncomfortable at first, you may find that using formal protocols to structure group discussions can be quite helpful.

Step 2: Building Assessment Literacy

When you look through the assessment reports for your school, it can sometimes feel as if they are written in a different language. So many terms, so many caveats, so many footnotes! As a school leader, how can you help your faculty begin to make sense of it all? An essential step in the “Prepare” phase is to help your faculty develop assessment literacy. To interpret score reports, it helps to understand the different types of assessments and the various scales that are used. To appreciate what inferences may be drawn from these reports and which differences in outcomes are meaningful, familiarity with key concepts such as reliability, validity, measurement error, and sampling error can really help. It is also important to have a candid discussion with your faculty about why “gaming the system” by teaching to the test may not serve students well.

Step 3: Creating a Data Overview

As you move into the “Inquiry” phase of the process, a good starting place is to have your data team create graphic displays

of your standardized test results. Schools often receive assessment reports in a format that can be quite overwhelming. With a modest investment in learning technical skills, your data team can repackage these results to make it easier for your faculty to see patterns in the data. As a school leader, you can then engage your teachers and administrators in constructive conversations about what they see in the data overview. Again, using protocols to structure conversations can help ensure that these discussions are productive.

Step 4: Digging into Student Data

Once your faculty has discussed the data overview, it is time to dig into student data to identify a “learner-centered problem”—a problem of understanding or skill that is common to many students and underlies their performance on assessments. In this step of the process, you may look deeply into the data sources you investigated for your data overview. You will also go on to investigate other data sources to look for patterns or inconsistencies (see “Triangulating Data,” below). The process of digging into data can deepen your faculty’s understanding of student performance, help you move past “stuck points” (“We’re teaching it, but they’re not getting it!”), and allow you to come to a shared understanding of the skills or knowledge around which your students need the most support.

“Triangulating Data”: Digging Deeper into Multiple Sources

A central premise of the “Data Wise” Improvement Process is that it is important to examine a wide range of data, not just results from standardized tests. Many schools use analysis of individual test items as a starting point in the effort to understand student thinking. In item analysis, you first look at test items in groups by content (such as geometry) or type (such as multiple choice) to see if there are gaps in specific skills. Then you look for patterns across groups of similar items. Finally, you look more closely at individual test items to hypothesize why students responded to certain questions in particular ways.

Schools can then “triangulate” their findings by using multiple data sources to illuminate, confirm, or dispute their initial hypotheses. Sources may include classroom projects, lab reports, reading journals, unit tests, homework, or teacher observations. Another rich source of data is the students themselves. Conducting focus groups with students to talk about their thinking can be very helpful.

When triangulating data, prepare to be surprised. It is important to approach the process with the idea that you will find something new. When the goal is merely to confirm a hypothesis, only particular kinds of data tend to be looked at and the work often stops when the hypothesis is confirmed. Instead, look for and embrace unexpected trends and leads. ■

Step 5: Examining Instruction

In order to solve your learner-centered problem, it is important at this stage to reframe it as a “problem of practice” that your faculty will tackle. Now the challenge is to develop a shared understanding of what effective instruction around this issue would look like. School leaders can help teachers become skilled at examining practice, articulating what is actually happening in classrooms, and comparing it to the kind of instruction that is needed.

Step 6: Developing an Action Plan

Solutions at last! It may seem as though you have to work through a large number of steps before deciding what to do about the issues suggested by your data. But because of the careful work you have done so far, the remaining steps will go more smoothly. In this first step of the “Act” phase of the work, you begin by deciding on an instructional strategy that will solve the problem of practice you identified. You then work collaboratively to describe what this strategy will look like when implemented in classrooms. Then it is time to put the plan down on paper. By documenting team members’ roles and responsibilities, you build internal accountability. By identifying the professional development and instruction your team will need and including it in your action plan, you let teachers know they will be supported every step of the way.

Step 7: Planning to Assess Progress

Before implementing your plan, you need to figure out how you will measure its success. Too often, educators skip this step and find themselves deep into implementation without a clear sense of how they will assess progress. As a school leader, you can help your school decide in advance what short-, medium-, and long-term data you will gather and how you will gather it. You can then work together to set clear short-, medium-, and long-term goals for student improvement.

Step 8: Acting and Assessing

Your school team worked hard to put their action plan ideas down on paper. Now that it is time to bring the ideas up off the paper, four questions can guide your work as a school leader: Are we all on the same page? Are we doing what we said we’d do? Are our students learning more? Where do we go from here? Implementation of the action plan can be like conducting an experiment in which you test your theories of how instructional strategies lead to student learning.

We made a very conscious decision to draw the “Data Wise” Improvement Process as an arrow curving back on itself. Once you get to the “end” of the “Act” phase, you continue to repeat the cycle with further inquiry. As the practice of using a structured approach to improving instruction becomes ingrained, you may find it easier to

The “Data Wise” District

What can district administrators do to support schools in becoming “data wise”?

1. Set up a Data System

Whether the district creates its own system or purchases a software program, administrators must consider:

- What data to include
- How to organize it and update it regularly
- Computational power vs. ease of use
- How to balance access and confidentiality

2. Create Incentives

One incentive is to require that school improvement plans be based on student assessment results. If schools with strong improvement plans and proven results are granted more autonomy, this can motivate school teams to do the analysis work well.

3. Support New Skills

School staffs will need professional development to support a variety of skills:

- How to interpret and use assessment data
- How to access data and create graphic displays
- How to participate productively in group discussions
- How to develop, implement, and assess action plans

4. Find the Time

Teachers need time to work together in order to learn and implement these new skills. Options can include:

- Scheduling a weekly early release day
- Paying substitutes to cover classes
- Compensating teachers for extra time

5. Model the Work

District leaders can also model the “Data Wise” Improvement Process. This may be new and challenging work for most members of the central office team, but it sends a strong message to the district’s schools. ■

know what questions to ask, how to examine the data, and how to support teachers and students. You will also be able to go deeper into the work, asking tougher questions, setting higher goals, and involving more people in using data wisely. ■

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For Further Information

R.A. Heifetz and D.L. Laurie. “The Work of Leadership.” *Harvard Business Review* (January-February 1997): 124–134.

J.P. McDonald, N. Mohr, A. Dichter, and E.C. McDonald. *The Power of Protocols: An Educator’s Guide to Better Practice*. New York: Teachers College Press, 2003.

Assessment Glossary, National Center for Research on Evaluation, Standards, and Student Testing (CRESST). Available online at <http://cresst96.cse.ucla.edu/CRESST/pages/glossary.htm>.

M. Schmoker. “First Things First: Demystifying Data Analysis.” *Educational Leadership* 60, no. 5 (2003): 22–24.

For sample protocols that you can use to help structure faculty conversations about data, visit the *Harvard Education Letter* subscriber-only website at www.subscriber.edletter.org.

Longest Elementary – Support from Educational Cooperative

Reflection Activity 2

Review A Tuning Protocol for Analyzing Student Work. As a staff, how will you ensure that as you analyze student work, information gleaned will be used to guide instructional practices and improve student achievement?



Volume 2, Issue 6

Remember that lesson that you spent days preparing for? You know, the one that you had such high hopes for, but that left your students asking 'huh?' Or what about the class that always seems to derail your best plans? What did you do at the end of the day -- throw up your hands in desperation? Eat an entire carton of Haagen-Dazs? Or did you actually do something that might make a difference?

Implementing high-quality professional development in lean budgetary times isn't impossible — it simply requires a little adaptability. With funding for external PD sources at a premium, schools may wish to focus on PD opportunities that are internally directed and that utilize the talents and knowledge of people already in the school or district. One strategy which can be accomplished at little or no cost, but which can potentially have a great impact on classroom practice is using protocols to critically examine student work.

Using protocols to examine student work came about as a way to increase the quality of assignments and student work while attempting to spare the emotions of those involved in the process. The more rigidly participants adhere to the protocol, the more likely the tuning session will be to accomplish this dual goal successfully. The purpose of using protocols is to prevent the kind of conversations that might stray off-task or degenerate into hurtful and unproductive criticism.

Professional development activities such as this work best when functioning Professional Learning Communities or teams are already established in your school. A certain level of trust and collegiality are needed in order for teachers to share and receive meaningful feedback in a safe setting. For more information on creating Professional Learning Communities (PLCs) within your school, visit <http://www.ncrel.org/sdrs/areas/issues/content/currclum/cu3lk22.htm> and <http://www.allthingsplc.info/>.

There are a number of protocols that are currently in use, each of which has its own set of advantages and disadvantages. This newsletter will focus on the use of the Tuning Protocol, which is one of the most widely known protocols for looking at student work.

Why look at student work?

- to prioritize the instructional needs of our students
- to encourage shared responsibility for student achievement
- to break down walls between classrooms
- to utilize the expertise of all staff
- to build trust levels among colleagues
- to foster reflection about institutional practices
- to improve the pedagogy of all teachers and promote student achievement

Why use a protocol?

- to spare the feelings of the presenters
- to maximize staff involvement
- to prevent the tuning session from straying off topic
- to maximize the productivity of the session
- to best honor the time of the teachers involved

A process such as the Tuning Protocol is typically implemented with a small group of teachers who come together to examine an assignment (and the student work it generated) presented by a colleague. The presenter shares work for the purpose of receiving critical (i.e., constructive) feedback from the other teachers in the group. For this reason, these groups are sometimes referred to as *critical friends* groups. The use of a protocol is essential to prevent hurt feelings and to keep the feedback focused in a useful direction. The entire process is guided by a facilitator who manages the interactions of the participants.

A good online reference to help understand protocols for looking at student work is the Looking At Student Work Web site -- <http://www.lasw.org/methods.html>. This site describes a variety of protocols that are currently being used in schools. Additionally, a Google search for Tuning Protocol will identify a wealth of helpful online resources.

Simply reading about the Tuning Protocol without having ever seen it implemented can be confusing. Fortunately, there are video resources available to let you see an actual tuning session in action. Annenberg Media has free streaming Video on Demand available at <http://www.learner.org/channel/workshops/criticalissues/overview.html?pop=yes&vodid=521098&pid=1287>. Scroll down this page to the *Learning From Student Work* section. One half-hour program introduces the practice of looking collaboratively at student work, and two one-hour programs demonstrate specific protocols that help teachers reflect on and improve their own teaching. The half-hour introductory program features a collaborative review of student work by teachers as well as interviews with teachers, administrators and community members who describe the value of looking collaboratively at student work. The two one-hour programs model the Tuning Protocol and another protocol (Consultancy) as they are used by a group of teachers and administrators.

Another video resource you might consider is the *Examining Student Work Video Series* from the Association for Supervision and Curriculum Development (ASCD). This is not a free product, but may be a worthwhile investment to help begin implementation of a protocol. It is available from <http://shop.ascd.org/productdisplay.cfm?categoryid=videos&productid=401283>. It also may be available from the lending library of your educational cooperative or regional university.

Viewing one of these video resources is an important first step in helping participants understand their roles and the structure and benefits of this process. At first glance, using a protocol may feel 'contrived' or unnatural; however, participants soon discover how following the protocol maximizes the effectiveness of the process.

A practice session is recommended before actually implementing a protocol with work from one of the participants. For your initial practice session, it is recommended that the work discussed not be the original work of the presenter. This allows the participants to 'role play' the protocol without fear they will inadvertently insult the presenter. A good source of practice materials is KDE's Annotated Released KCCT Items and student work samples, available from <http://education.ky.gov/KDE/Administrative+Resources/Testing+and+Reporting+/District+Support/Link+to+Released+Items/>.

Modified Tuning Protocol

Notes to the facilitator: Your role as facilitator is crucial. Be a strong, forceful leader who prevents off-task conversation and keeps the participants focused on the question being addressed. Controlling the feedback session is the most critical step in preventing the tuning session from degenerating into random criticism. Depending on the participants, you may wish to individually call for warm and cool comments from individual participants or alternate warm and cool comments. Groups that work well together may not need this level of structure. Don't let the presenter respond to individual comments. It's not a conversation.

Note to the presenter: Choose one or two focusing questions that will generate feedback that can help you improve the assignment or the instructional practices that generated it. The Tuning Protocol is also effective in addressing 'problems of practice' (e.g., management issues, discipline, organization). Some examples of focusing questions:

- How can I make this assignment more challenging for my students?
- How might I incorporate an element of student choice into this assignment?
- What might I do to increase student interest in this assignment?
- How might I differentiate this assignment for different ability levels?
- How might I successfully integrate instructional technology into this assignment?
- How might I modify this assignment to make it more developmentally appropriate?
- How can I change this unit to make it fully aligned with our curriculum?
- How can I incorporate elements of student inquiry into this assignment?
- How might I best solve a particular problem of practice?

Stating your focusing questions in this manner tells the participants that you realize your assignments are not perfect and that you welcome their honest suggestions.

Note to the participants: Try to state your cool feedback in a positive way. It's much easier to volunteer to present when you know people aren't going to be harsh with you. Instead of a judgmental statement such as, "You should have done..." consider saying, "What might happen if..." or "Have you thought about trying..."

The Process:

Highlighting indicates the active person during each phase of the protocol, but the facilitator is expected to remain active and vigilant throughout the process.

1. Introduction (five minutes)

Presenter	Participants	Facilitator
		Introduces the participants and presenter, explains the process and schedule.

2. Teacher Presentation (15 min.)

Presenter	Participants	Facilitator
Explains the context of the work to be examined, including scoring guides, timelines and purpose. Presenter asks focusing question(s) for participants to address.	Listen to presenter, take notes if appropriate.	May work with presenter (but preferably beforehand) to hone focusing question for maximum benefit.

NOTE: The focusing question(s) the presenter brings to the group are critical. They should be questions that cannot be answered with simple yes/no answers and should provoke comments that will encourage teacher growth. Examples are provided.

3. Clarifying questions/sample examination/note taking (five to 10 minutes)

Presenter	Participants	Facilitator
Answers clarifying questions	Ask clarifying questions about unclear areas of presentation. Examine samples of student work. May take notes as needed.	Judges if questions more properly belong in feedback. Prevents unstructured dialogue between participants and presenter.

NOTE: if participants choose to discuss as a group rather than examining work individually, this step may be combined with Step 4. If so, the facilitator must take a greater role in preventing the structured dialogue from becoming a conversation.

4. Feedback (15 minutes)

Presenter	Participants	Facilitator
Presenter is silent and is encouraged to move away from the group in order to prevent interaction with the participants.	Participants provide warm and cool feedback about the student work/problem of practice <i>in the context of the presenter's focusing question</i> .	Keeps participants focused on the question(s) the presenter brought to the group. Facilitator may choose to alternate warm and cool feedback, alternate participants or allow free comments.

NOTE: Warm feedback may include comments about how the work presented seems to meet the desired goals; cool feedback may include possible “disconnects,” gaps or problems.

5. Reflection (10 min.)

Presenter	Participants	Facilitator
Responds to warm and cool feedback of participants if he/she desires.	Participants are silent while presenter responds.	Intervenes if needed to keep responses focused on question or feedback.

6. Debrief (all) (five minutes)

This session provides open discussion of the tuning process shared by the group, suggestions for future sessions, conversation about the process, scheduling next session and choosing next presenter.

The Variables of Using Protocols

What should we examine?

Some possible types of student work	Some possible types of teacher work	Some possible problems of practice
assessment responses on-demand writing writing assignments student products/presentations independent projects/investigations	lesson plans instructional units assessments lesson implementation (video) differentiating assignments	materials management class organization/scheduling behavioral management grading/reporting communication with parents time management

What evidence should we collect?

Possibilities include:

Student work	Teacher work	Problems of practice
samples of representative work from different students collection of work from one student over time samples from low-, medium- and high-performing students samples from underperforming students	lesson plans instructional units assessments lesson implementation (video) individual assignments scoring guides	classroom observations parent contact logs grade books classroom newsletters class rules/procedures curriculum maps class schedules district curriculum documents

When might our groups meet?

before or after school

planning periods

early dismissal, PD days

release time (if substitutes are available)

block, team, department or grade-level meetings

Note: It is important that implementation of a protocol occurs on a regular basis. For it to be most effective, it should be a regular occurrence that allows everyone in the group to eventually have opportunities to share their work.

Questions to Ask about the Implementation Process

Who will be involved?

Who will present?

What kind of work will be presented?

When and where will you meet?

Who will facilitate? Will it always be the same person, or will facilitation responsibilities rotate among all group members?

Some of the most effective professional development doesn't require money, travel or the presence of an 'expert from somewhere else.' The consistent use of a protocol has been proven to be an effective strategy for improving teaching and learning. At a time when school funding is at a premium, it becomes most essential that teachers learn to 'light a candle rather than curse the darkness.'

“... professional development should be targeted and directly related to teachers' practice. It should be site-based and long-term. It should be on-going - part of a teacher's workweek, not something that's tacked on.”

(James W. Stigler, 2002)

Please send comments and suggestions about this newsletter to:

Elementary: karen.kidwell@education.ky.gov

Middle School: sean.elkins@education.ky.gov

High School: rae.mcentyre@education.ky.gov

DRAFT

Longest Elementary - Teacher Mentoring

Reflection Activity 3

Review the standards and indicators of the PERKS document within the literacy leadership DVD.

<http://www.education.ky.gov/KDE/Instructional+Resources/Literacy/Literacy+PERKS/>

DRAFT

Longest Elementary – Progress Monitoring

Reflection Activity4

After reading “Research Matters/How Student Progress Monitoring Improves Instruction,” can you describe how a baseline, aim line and goal could be set for a student? How could formative assessments be used to monitor this student’s progress? How often?

<http://www.studentprogress.org/library/articles.asp - matters>

How Schools Improve Pages 81-83

Research Matters/How Student Progress Monitoring Improves Instruction

Nancy Safer and Steve Fleischman

In today's education climate, school success is defined as ensuring achievement for every student. To reach this goal, educators need tools to help them identify students who are at risk academically and adjust instructional strategies to better meet these students' needs. Student progress monitoring is a practice that helps teachers use student performance data to continually evaluate the effectiveness of their teaching and make more informed instructional decisions.

To implement student progress monitoring, the teacher determines a student's current performance level on skills that the student will be learning that school year, identifies achievement goals that the student needs to reach by the end of the year, and establishes the rate of progress the student must make to meet those goals. The teacher then measures the student's academic progress regularly (weekly, biweekly, or monthly) using *probes*—brief, easily administered measures. Each of the probes samples the entire range of skills that the student must learn by the end of the year, rather than just the particular skills a teacher may be teaching that week or month.

This is the key difference between student progress monitoring and mastery measurement approaches, such as teacher-made unit tests. Mastery measurement tells teachers whether the student has learned the particular skills covered in a unit, but not whether the student is learning at a pace that will allow him or her to meet annual learning goals. By regularly measuring all skills to be learned, teachers can graph changes in the number of correct words per minute (reading) or correct digits (math) and compare a student's progress to the rate of improvement needed to meet end-of-year goals. If the rate at which a particular student is learning seems insufficient, the teacher can adjust instruction.

To track student progress, the teacher graphs a line between the student's initial level of performance on a specific skill and the end-of-year goal. Then, the teacher plots the level of performance as each probe is administered. After noting the pattern of progress, the teacher can adjust instruction to improve student learning. If the student's performance falls below the line, the teacher may use more intense instruction (in small groups or one-on-one), reteach the material, or provide additional opportunities for the student to practice certain skills.

Although schools can develop the probes themselves, developing enough equivalent, alternate probes for frequent measurement at each grade level is daunting for many schools. Therefore, they often turn to commercially available products, most of which are computer-based and can automatically graph the progress of individual students. Available products range in cost from under \$200 to several thousand dollars. Information about resources and tools recently reviewed by the National Center for Student Progress Monitoring can be found at www.studentprogress.org.

What We Know

Research has demonstrated that when teachers use student progress monitoring, students learn more, teacher decision making improves, and students become more aware of their own performance. A significant body of research conducted over the past 30 years has shown this method to be a reliable and valid predictor of subsequent performance on a variety of outcome measures, and thus useful for a wide range of instructional decisions (Deno, 2003; Fuchs, Deno, & Mirkin, 1984; Good & Jefferson, 1998).

Although student progress monitoring (then called curriculum-based measurement) was initially developed to assess the growth in basic skills of special education students, specific research has validated the predictive use of this method in early literacy programs (Good, Simmons, & Kameenui, 2001) and in the identification of general education students at risk for academic failure (Deno, 2003). In addition, some evidence shows the reliability and validity of student progress monitoring procedures in evaluating the progress of English language learners (Baker & Good, 1995).

Fuchs and Fuchs (2002) conducted an analysis of research on student progress monitoring that considered only experimental, controlled studies. These researchers concluded that

When teachers use systematic progress monitoring to track their students' progress in reading, mathematics, or spelling, they are better able to identify students in need of additional or different forms of instruction, they design stronger instructional programs, and their students achieve better. (p. 1)

What You Can Do

Student progress monitoring fits well into the routine of the classroom. The probes can be administered quickly, and the results are immediately understandable and easy to communicate. In some classrooms, students graph their own progress and find it motivating to "make the line go up." The following example shows how a 3rd grade teacher might use student progress monitoring.

During the first week of school, Ms. Cole includes as part of her initial probe of all students in her class an oral passage-reading test. She selects several 3rd grade-level reading passages and has each student read aloud for one minute while she notes any errors. She uses this assessment to identify any students at risk of scoring below grade level in oral reading fluency on the state end-of-year reading test. In reviewing the scores, Ms. Cole sees that six students have low scores, placing them at risk.

Ms. Cole determines each of these student's current reading rate (correct words per minute) as well as the level that student must attain by the end of the year to demonstrate grade-level reading fluency, and graphs a line indicating the necessary rate of growth. Using different but equivalent-level passages, Ms. Cole then administers a one-minute probe to each student each week, graphs the number of correct words the student reads per minute, and compares that score with the goal line.

After six weeks, Ms. Cole sees that the rate of growth for two students is relatively flat, indicating that the reading instruction she is providing for them is not effectively moving them toward their end-of-year goal. Ms. Cole decides to provide 15 minutes of additional reading instruction focusing on particular reading skills to those students each day, and to monitor their progress twice weekly.

After three more weeks, Ms. Cole sees that the growth rate of one student has improved significantly. She discontinues the extra reading instruction but continues to monitor the progress of that student weekly. The second student still shows relatively flat progress, so Ms. Cole refers the student to the school reading specialist, who provides remedial services and continues to monitor the student's progress twice weekly.

Educators Take Note

Deno (2003) points out that because this process was originally designed for use in individualized special education,

The most effective uses of CBM in the formative evaluation of individual student programs almost certainly occur in settings where individual (special) education teachers have the time and skills to respond to the charted progress of individual students. (p. 190)

Researchers are now finding that schools can also use student progress monitoring effectively to support regular education students and special education students in inclusive classrooms. As Fuchs and Fuchs (1998) found, using student progress monitoring with larger groups requires extra effort. But many teachers will find this strategy worth the effort because it provides a powerful tool that can help them adjust instruction to ensure that all students reach high standards.

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Nancy Safer is a Managing Research Scientist at the American Institutes for Research (AIR), where she serves as Co-Principal Investigator of the National Center on Student Progress Monitoring and Codirector of the K–8 Access Center. She is the former Executive Director of the Council for Exceptional Children. **Steve Fleischman**, series editor of this column, is a Principal Research Scientist at AIR; editorair@air.org.

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Martin Luther King Jr. Elementary - MLK Jr. Story

Reflection Activity 1

Given that high visibility is an attribute of an effective instructional leader, list activities that illustrate effective use of visibility?

<hr/>	<hr/>
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Martin Luther King Jr. Elementary - Collaborative Team Planning

Reflection Activity 2

Using the attached document, *Analysis Of Student Work* (p. 33-34), please list three important ideas to remember, two connections and one question to ponder for using such a process to analyze student work.

3 (List three important ideas to remember.)

2 (List two connections.)

1 (one question to ponder)

Analysis of Student Work

Step 1: Present Assignment and Rubric

The presenting teacher brings copies of the assignment given to students and the rubric that was used to score the student work, plus one copy of each student response. The presenting teacher gives a brief overview of the assignment and rubric, and passes out those copies. The student work is not shared at this point.

Step 2: Complete the Assignment

Each team member develops a response to the assignment. This is the best and deepest way to understand how the assignment works.

Step 3: Analyze Requirements and Standards

As a team, first develop a list of what students must know and be able to do to complete the assignment and enter your findings. Then identify the standards that are met by those requirements.

What knowledge must the student have to succeed?	What standard does this assignment address? Be specific.
What must students be able to do to succeed? (skills)	

Step 4: Develop or Analyze the Rubric

If there is no rubric, the group must develop one that everyone will use. If the teacher has provided a rubric, the group needs to analyze it to make sure it matches the question, is clearly written, demands higher level thinking, is qualitative as well as quantitative and reflects the holistic or student performance descriptors.

Step 5: Score and Analyze Student Work

Each team member scores each student's work, and then compares scores. If there is a disagreement, discuss each view of the piece and try to arrive at consensus. Use the spaces in the table below to enter the first few student scores. If you could not reach consensus, enter the range of scores. Then work as a group to develop notes on what each student needs to succeed. This will help to begin to identify some trends. What do the students need in order to make their work a 3 or 4? The rest of your class you may want to record on the grid. Be sure there is discussion on content, skills, and engagement for each student.

Name	Score	Content (facts, examples, vocabulary)	Skills	Engagement Issues/Motivation

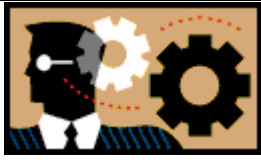
Step 6: Plan of Action

Discuss and make notes on how you can address what you have seen in future work. What ways could the assignment or rubric be improved? What instructional adjustments could be made from analyzing this work?

What kinds of schoolwide supports are needed to improve student work? This could be professional development opportunities, schoolwide curriculum and assessment issues, need for resources, etc.

Team Member Names and Dates

Martin Luther King Jr. Elementary, *Literacy Leadership*, 2008



Thomas Edison Elementary - Data Board

Reflection Activity 1

Review the sample internal and external assessment inventory guide from *Data Wise* (p. 36-37). Please take some time to inventory assessments given at your school to determine the following: (p. 38-39)

1. Is there data duplication from similar assessments? If so, what can be done to correct the problem?

2. Is there an assessment timeline? If not, please outline a monthly assessment timeline.
 - Is the timeline realistic for teachers and students?
 - Is there a balance of assessments between formative and summative?
 - As a part of the formative assessments, what are some ways that teachers are progress monitoring student achievement?
 - How is the formative/summative data being used to inform instruction down the student level?



Using Data: A Step -by-Step Process for Ensuring Student Success

Internal Assessments

Data Source	Content Area	Dates of Collection	Students Assessed	Accessibility	Current Data Use	More Effective Use
READING CHECKLISTS	Reading	January May	Grades K -1	Intranet; Teacher	Student benchmarking and retention decisions	Coached discussion about how results inform instruction
RUNNING RECORDS	Reading	January May	Grades K -1	Teacher	Student benchmarking determinations	Grade -level analysis and conversation
WRITING SAMPLES	Writing	Formally in October and January; in school, about 1 x per month	Grades K -8	Teacher	Looking at student work sessions between coaches and grade -level teachers; mini - lesson strategy development	Track rubric scores over time; create standard grade - level rubric.
UNIT ASSESSMENTS	Math	Periodic when units are complete	K -8	Teacher summary sheets	Teacher use in indentifying student math difficulties	Track data over time to ensure children gain necessary skills

Example from the Data Wise Book



Using Data: A Step -by-Step Process for Ensuring Student Success

External Assessments

Data Source	Content Area	Dates of Collection	Students Assessed	Accessibility	Current Data Use	More Effective Use
STATE SKILL MASTERY ASSESSMENT	Reading; English Language Arts; Math	May (results in October)	Grades 3 -8	Intranet; Principal	Instructional Leadership Team analyzes data, looks for discrepancies and trends, and considers current curriculum and instructional practice with grade - level teams and curriculum coaches	Get all data on one sheet per child, including nonacademic data (student attendance, health issues, etc.)
OBSERVATION SURVEY	Reading	October January May	Grade K	Intranet; Teacher	Student benchmarking and retention discussion	Inform instruction
DEVELOPMENTAL READING ASSESSMENT (DRA)	Reading	September (January) (May); each trimester until at benchmark	Grade 1 -3	Intranet; Teacher	Student benchmarking and retention decisions	Inform Instruction
DISTRICT MATH ASSESSMENT	Math	January May	K-8	District; Principal	Student benchmarking determinations	Discuss scores with students

Example from the Data Wise Book

Internal Assessments

Data Source	Content Area	Dates of Collection	Students Addressed	Accessibility	Current Data Use	More Effective Use

Adapted from *Data Wise*

External Assessments

Data Source	Content Area	Dates of Collection	Students Addressed	Accessibility	Current Data Use	More Effective Use

Adapted from *Data Wise*

Thomas Edison Elementary - Principal Teaching

Reflection Activity 2

Take some time to review the school schedule and your staffing assignments. Is the staff being used in the most efficient way to support reading instruction? Explain.

DRAFT



Edyth J. Hayes – The Hayes Story

Reflection Activity 1

Conduct a reflective needs analysis of your school. Using a t-chart (p. 42), create a list of your school's instructional priorities and the obstacles you might encounter in implementing change for each. With others in your group, discuss how these obstacles might be overcome.

Needs Analysis

Instructional Priorities

Obstacles

DRAFT

Edythe J. Hayes – The Hayes Story

Reflection Activity 2

Create a self-assessment checklist/to-do-list for activities and strategies a principal/instructional leader should regularly engage in *to promote teacher collaboration and improve instructional practice*; brainstorm methods for increasing teacher ownership of instruction practice and success.

Edythe J. Hayes – Strengthening Reading Literacy

Reflection Activity 3

Using the “Literacy Walk Through” instrument, (p. 44) conduct a walk-through in your building. Be prepared to analyze and report the results.

**Edythe J. Hayes Middle School
Walkthrough**

Observer: _____ **Teacher observed:** _____

Date/Time : _____ **Lesson:** _____

CRITERIA		
Learning Environment	Instruction	Assessment
Portion of class observed — Beginning — Middle — End	Instructional use of resources — Textbook — Other print materials, worksheets — Hands on/manipulatives — Tools(rulers, protractors, calculators) — AV media — Computer hardware — Computer software — Internet — Student models/examples	Questioning — Knowledge — Comprehension — Application — Analysis — Evaluation — Synthesis
Use of CHAMPS		
Daily objective is displayed		
Daily objective is communicated		
Respectful environment		
Student arrangement — Individual — Pairs — Groups	Comprehension Activities: (Literacy Connection) Cognitive Strategy instruction — Summarizing — Activating Prior Knowledge — Question generation — Question answering — Graphic Organizer — Visual imagery — Monitoring/clarifying	Types of Assessment Informal — Observation (kid watching) — Questioning — Learning Log — Reviewing student work — Interview/Conference with learner — Other: _____
Snapshot Description — Student centered — Teacher centered — Active learning — Passive learning — Lesson is directed toward purposely learning. — Lesson is activity for activity sake only	Number of students <input type="checkbox"/> Engaged — Disengaged	Formal: — KCCT Format Test — Quiz — On Demand — Open Response — Oral Exam — Project — Portfolio — Other: _____
	Students participate in a variety of activities. — Teacher-led — Student-led — Hands-on — Technology — Print based — Data use	— Formative — Summative
	Content vocabulary instruction is evident	
Comments/Evidence	Comments/Evidence	Comments/Evidence



Iroquois High School - Literacy Story

Reflection Activity 1

(GROUP ACTIVITY 2-4 PEOPLE)

Using the explicit instruction model, (I do it, We do it, You do it), write an explicit lesson plan for an activity in which you have expertise.

Read - *Instructional Coaching: A Partnership Approach to Improving...* - Google Books Result (Pg. 164-165)

http://books.google.com/books?id=iwVFoSgnZTkC&pg=PA163&lpg=PA163&dq=Anita+Archer+%22I+do+it%22&source=web&ots=AqkbrePcEH&sig=7I5OUBKnNpyqsJl7x4C36z9Xb4&hl=en&sa=X&oi=book_result&resnum=5&ct=result#PPA164,M1

Explicit Instruction

Explanation of the Lesson

- Objective is presented: *What is being taught? How do students use this skill? When do students use this skill? Why do students use this skill?*
- Activation/connection is made to prior knowledge or skill instruction.

Teacher Modeling (I Do It)

- Teacher models skills using think-aloud and makes as visible as possible.
- Multiple examples and non-examples of the skill are presented.
- Tasks are broken into manageable steps.

Guided Practice (We Do It)

- Students practice skill following steps presented in teacher modeling.
- Active participation of all students is evident.
- Specific feedback is given to students.
- Instruction is scaffolded to meet the needs of all learners.

Independent Practice (You do it)

- Students are given various opportunities to practice the skill(s) taught. (i.e., small group, partners, individually)
- Students transfer the skill to new experiences. (i.e., apply comprehension strategy to new text)

Lesson Conclusion

- Summarize of how/why the skill taught applies to real reading and writing.

Iroquois High School - Literacy Story

Reflection Activity 2

Using the explicit lesson model, view the video at <http://www.gse.harvard.edu/clg/books/1.html> to determine the explicitness.



Russell County High School - Planning for Data Analysis Day

Reflection Activity 1

Review the sample internal and external assessment inventory guide from *Data Wise* (p. 48-49), take some time to inventory the assessments given at your school to determine the following: (p. 50-51)

3. Is there data duplication from similar assessments? If so, what can be done to correct the problem?
4. Is there an assessment timeline? If not, please outline a monthly assessment timeline.
 - Is the timeline realistic for teachers and students?
 - Is there a balance of assessments between formative and summative?
 - As a part of the formative assessments, what are some ways that teachers are progress monitoring student achievement?
 - How is the formative/summative data being used to inform instruction down the student level?



Using Data: A Step -by-Step Process for Ensuring Student Success

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Example from the Data Wise Book



Using Data: A Step -by-Step Process for Ensuring Student Success

External Assessments

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DISTRICT MATH ASSESSMENT	Math	January May	K -8	District; Principal	Student benchmarking determinations	Discuss scores with students

Example from the Data Wise Book

Internal Assessments

Data Source	Content Area	Dates of Collection	Students Addressed	Accessibility	Current Data Use	More Effective Use

Adapted from *Data Wise*



External Assessments

Data Source	Content Area	Dates of Collection	Students Addressed	Accessibility	Current Data Use	More Effective Use

Adapted from *Data Wise*

ACTIVITY 2

Using the observation form from RCHS, please identify the strengths of this instrument. How would you adapt this form for your school needs?

Russell County High School CLASSROOM OBSERVATION FORM And class begins...		
TEACHER _____	SUBJECT _____	DATE _____
		"LOOK FORS" AT THE START OF CLASS...
PREPARATION		
		Present at door to greet students
		Is ready to teach (materials/classroom ready and organized)
		Has objectives/activities posted and/or presented in some consistent format
		Begins class promptly (students begin work immediately, attendance taken in an efficient manner)
INSTRUCTION		
		Introduces lesson with a review/preview (makes connections to prior learning and/or present learning)
		Effective use of Course and/or Unit Organizers (with indicators to students about what they will need to know, links to Core Content, and/or Program of Studies)
		Focused on learning (at least 90% of the time is focused on instructional/learning activities)
		Engages students' interest/participation/attention in meaningful learning experiences and activities
		Has classroom procedures clearly in place
Points to Ponder: <ul style="list-style-type: none"> <input type="checkbox"/> Clear expectations (Students cannot meet standards if they do not know what they are expected to achieve.) <input type="checkbox"/> High expectations (Teacher expectations greatly influence student achievement) <input type="checkbox"/> Proximity control (Position yourself in the room near the students; problems are proportional to distance.) <input type="checkbox"/> Academic Learning Time (ALT): The greater the time students spend working successfully on task, the greater the student's achievement. <input type="checkbox"/> The greater the structure of a lesson and the more precise the directions on task procedures, the lower the error rate and the higher the achievement rate. <input type="checkbox"/> Intersperse questions throughout a lesson. Ask a question after 10 sentences rather than after 50 sentences and you increase the retention rate by 40 percent. 		
COMMENTS _____ _____ _____		

"The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires." –William Arthur Ward

Russell Co. High School, 2008



Casey County Schools - PERKS

Reflection Activity 1

Review the PERKS document. What evidence (related to the standards and indicators) do you have that indicates an active, functional literacy team in your school? Which three indicators would be the strongest and which three would be the weakest in your school?

<http://www.education.ky.gov/KDE/Instructional+Resources/Literacy/Literacy+PERKS/>



Henry County School District - Literacy in Intermediate Grades

Reflection Activity 1

Using the Kentucky System of Intervention (KSI), please review the document to determine how this structure fits into your school. List some specific ways in which your school is already serving students for each of the three tiers.

<http://www.education.ky.gov/KDE/Instructional+Resources/Kentucky+System+of+Interventions/>
